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ABSTRACT

Perspectives on higher education in Taiwan are presented, based in part on the views of a sample of Chinese scholars. After briefly reviewing the origins of Chinese higher education, attention is directed at the current system. The nine layers in the contemporary educational structure in Taiwan are identified. Chinese students seeking college studies must take the annual national competitive entrance examination. The most popular fields of study in Taiwan in recent years have been medicine, the pure sciences, languages, library science, business and management, and teaching. The faculty of Taiwan's colleges and universities has four ranks, and teaching loads are prescribed at the national level by the Ministry of Education. Universities show no sex discrimination in any programs, although some fields tend to have unequal proportions of men and women. In the last 10 years, scholarly research has played a larger part in Taiwan's education. Although higher education administration differs greatly from the U.S. system at the national level, it is similar to the U.S. systems at the state levels, as well as the French, Swedish, German, and British systems. Appendices include profiles of colleges, along with information on: local and national examinations, school organization and the organization of the Ministry of Education, high school teaching subjects, and number of college teachers and degrees held. (SW)

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THE CONFUCIUS-DEWEY SYNTHESIS:

Administration of Higher Education in Taiwan's Universities, Colleges, and Teachers Colleges -- An Evaluation

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Revised c 1984

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Those who want to leave an impression for one year should plant corn.

Those who want to leave an impression for ten years should plant a tree.

But those who want to leave an impression for 100 years should educate a human being.

--Confucius

Education is a social process....Education is growth....Education is not preparation for life; education is life itself.

--John Dewey

PREFACE

We are all the products of our environment. When one visits a foreign land, his evaluations of that nation's government, family life, art and music, quality of living conditions, education, treatment of the aged, concept of justice and wisdom, morality, etc. are really viewed through his own experiences. To divorce oneself of the social milieu that has created him and to write an "objective" study of another nation's institutions is quite impossible. The observations and impressions a person has about another nation or civilization are really comparative value judgments based on his own experience in the environment in which he lives.

Hence this essay on higher education in Taiwan is not "objective"; rather it is based on interpretations that I have made from my reading and interviews. These have been influenced by my personal values, my physiological and psychological makeup, and the totality of the experiences that have placed me where I am today.

The bete noire of the essay is that the people spoken with in China had been successful within the system of education. This brings to mind the main complaint about Sigmund Freud's writings: that they were based on experiences he had had with men and women who went to his clinic for help. The built-in weakness was that the people whom Freud used to develop his theses were having psychological difficulties; therefore they did not represent the population at large.

This article likewise represents the views of the small percentage of Chinese scholars who made it in the system. Unfortunately time and circumstances precluded meaningful discussions with students or professors who had been unsuccessful in their educational or teaching experience.

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The forte of the article, I believe, is the theme -- Higher Education in Taiwan -- a topic generally overlooked in the literature on education and history.

Though "objectivity" is impossible to realize when value judgments are being made, "honesty" is within the realm of the possible. I believe that the following article is an honest appraisal of higher education in Taiwan.

A certain degree of license has been taken with the methodology and style used in this essay. The audiences that I have directed the article to are varied. Hopefully the academic community as well as the general public (which has been generally ignored in scholarly writings on education) will find this essay of interest.

HIGHER EDUCATION IN THE REPUBLIC OF CHINA, TAIWAN

"Education knows no class"
Confucius

Higher education in Taiwan today is the product of many important historical, social, political, and philosophical factors. It is a composite of the traditional belief, based mainly on the thinking of Confucius (that genius of geniuses) that the highest achievement one can claim is to be a recognized scholar. This preoccupation with intellectual excellence gave China one of the most splendid and protracted governmental systems in the history of man. Through most of the five thousand years of recorded history, governmental leadership, decision making, and diplomacy were in the hands of men who through rigorous, fair, and highly competitive examinations had proved themselves to be the intellectual elite. The system would be the delight of Plato, who in his Republic also emphasized the concept of the intellectual as the aristocracy. Thomas Jefferson, the president who most emphasized education as a universal goal for society, presented an educational philosophy that, if developed in America, would have resulted in a system similar to that in traditional China.

Possibly at this point it would be wise to discuss in some limited detail the classical mode of education in Chinese history.*

The system, in theory and through most of Chinese history, provided a method whereby any man in Chinese society, from the poorest family or the most affluent, could eventuate to a position in the civil service aristocracy. Hence the democratic educational system, open to all regardless of class, could elevate a pauper's son to the highest position in society and civil government. The aristocracy in China was made up of those who had reached governmental positions through numerous competitive local, district, and national examinations. The method gave China the finest governmental structure on earth for thousands of years and only when China became corrupted by external pressures was the system faulted.

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*For an interesting, well-written discussion of Chinese life and society in the pre-WW2 era, see Will Durant, Our Oriental Heritage (New York, 1935).

Education in traditional China (pre-1900) began at the local level. A group of parents would employ a teacher to work with the young men of the village -- either in small groups or on a tutorial basis. These schools were purely private: they had no affiliation with the state and/or religious denominations. They were, needless to say, of varying quality, depending on the character of the teacher and the intelligence of the students. Discipline then (and now) in China was never a problem. Education was an honor and a privilege: it led to the good life and, like all honors with tangible rewards, was seldom abused by the participants. Private education has always been of a higher academic and social quality than public -- this can best be seen in traditional China.

The students in these small schools spent hours of hard work studying the classics, the ideals of Confucius, the poetry and arts of the T'ang, and morals and ethics. Generally they would be in class for eight to ten hours per day. Lunch and recreation breaks were short and a portion of time was spent in archery and horsemanship, two disciplines considered by Confucian scholars to be in harmony with the more academic subjects. The methodology of the teaching/learning process would be highly offensive to most modern-day professors of education. It consisted of copying the great texts of the past, interpreting them and memorizing those portions relevant to the times, and to passing the inevitable district examinations.

This method of learning, it was felt, would acquaint the student with what was pure, beautiful, and proven; it also, in theory, allowed even the most lowly young person the opportunity to succeed if he were willing to make the effort to develop his mind and to compete. Though there was little fun associated with this early phase of one's education and although it is not dissimilar to the "survival of the fittest" syndrome that at one time prevailed in most educational systems in the West, it did give all an equal chance to pass the examination and thence begin preparing for the next challenge -- another regional examination.

As Will Durant has said, "The graduate [of these village schools] emerged with little information and much understanding, factually ignorant and mentally mature."

After completing the local school, the young man would continue his education (if he had shown that he had the intellectual skills) at one of the few and poorly developed colleges of the nation or under the auspices of a master tutor who was thought to be proxy to the methods of learning and passing the next examination. Independent study, however, was probably the main method for equipping oneself for the rigors of this competitive system.

The concept that provided the philosophical base for Chinese education was this: that education -- that is, the study of purity, ethics, poetry, and other forms of beauty -- would cleanse the soul and consequently prepare a person for effective governmental leadership. The isolation of scholarship precluded the temptations of the secular world and in so doing created men who, when they came to power, would rule without material or personal ambition. Democracy of opportunity in education would lead to an elite aristocracy representing without bias all classes, and this aristocracy would govern according to a value system based on the classics.

The district examinations were held periodically for all males of any age. The tests were mainly in three areas: (1) an understanding of Confucius; (2) the ability to recite and create poetry and to recite history; and (3) the ability to discuss political and social morality based on the classics. Memorization was the only conceivable method of passing the test and many did not pass. A student could, however, attempt the exam a second time after intensive re-study. Normally this was not the case: the psychological damage done after the first failure usually prevented even the ablest young man from facing the examination twice. If one passed the test he would receive the degree of Hsui ts'ae, which, like the Bachelor of Arts degree in America, allows a person greater employment and social options. He would then be eligible for

a low civil service job. More importantly, it entitled the ambitious to continue their studies and prepare for the next exam (see Appendix A).

At the highest level of examination the student (who could be anywhere from 30 to 80 years of age) would travel to Peking, where under the strictest observation he would take a three-day test in the Imperial Examination Hall. By this time he had passed numerous other preliminary exams but none compared to this ordeal. At times ten thousand men, of all ages and from all provinces of China, would write poetry, interpret Confucius and morality, and delve into the higher realm of metaphysics. Those few who passed this test and also survived the draconian emotional and physical torment associated with the system were entitled to the highest civil service offices of the Empire. Prestige and great financial interest for the man's district and village (which as a group would often sponsor the gifted for a life of scholarship) were the rewards. His success in government would mean betterment for his village and district.

Like most ideals, the Chinese system of education in these pre-Boxer Rebellion days had weaknesses that became more and more corrosive. The leadership, probably because of the insidious effeteness often associated with advanced scholarship, became intellectual snobs. Their superciliousness, so typical of intellectuals throughout time, led to despotic decision making, selfishness, and inevitably to corruption and massive discontentment. Only the periodic cycles of revolution and regeneration which are so common to Chinese history would bring a new spirit to the education system that near the end of each dynasty tended to have corrupted itself.

Yet when one views the total scope of Chinese history, one finds educational corruption the exception and not the rule. Generally the populace was content with its civil servants. They saw in them what their sons could be and they normally had an acquaintance, relative, or sponsoree in a high

place with whom they could identify, be proud of, and gain favorable treatment. As Dr. K. S. Latourette has so aptly said in his book, The Chinese: Their History and Culture:

> Seldom has any large group of mankind been so prosperous and so nearly contented as were the Chinese under this governmental machinery when it was dominated by the ablest of the monarchs.

When we speak of the modernization of Chinese education, we must look at a number of historical tragedies in Chinese history. The new educational policies of China were basically a result of military defeats and social humiliation. The first of these occurred in the early 1840's when the British Empire defeated China in the Opium War. This war was fought over the issue of the importation and sale of opium to the Chinese by the English merchant class. The Chinese government, for obvious reasons, opposed this; the British government, for economic reasons, went to war to protect their econimic interest in Asia. The pace of modernization in Chinese education was speeded up in the mid-1890's when the Sino-Japanese War resulted in the defeat of China and the cession of what is now Taiwan to the Japanese. Under Japanese occupation a number of excellent universities were constructed in Formosa. The most famous of these is National Taiwan University, which in terms of academic prestige ranks with Harvard, Cambridge, Oxford, and the University of Paris. The Japanese in their period of control of Taiwan placed strict quotas on the number of Taiwanese who were permitted to attend these Japanese-administered and financed institutions of higher learning. Interestingly, the only area in which the Chinese of Taiwan were allowed to excel was in medical college and that is the reason that today a disproportionate number of the doctors and professors of medicine in the Republic of China are of Taiwan ancestry.

Taiwan remained under Japanese control until 1945 when the Allied Powers brought an end to World War II. In that year Taiwan retroceded to China and the educational system that had existed in mainland China under the nationalist regime

was now extended to the province of Formosa. In the year 1949 Taiwan again underwent a massive political and social change when the nationalist government of mainland China was driven from its capital by Communist forces and set up the Republic of China in Taiwan.

The remainder of this paper will be devoted to a detailed discussion of higher education in Taiwan from 1949 to the present. Emphasis will be placed on Taiwan's higher educational system as it exists today.

Perhaps at this time certain statistical material should be mentioned that will assist the reader in developing a better understanding of today's higher educational system in Taiwan.

The total enrollment for all institutions of higher learning in the 1976-77 academic year was approximately 290,000. Included in this number are students in normal colleges, junior colleges, technical and vocational institutes, universities, and post-graduate programs. Full-time professors and administrators number about 23,000. The total population of Taiwan is 16,700,000. Of all nations, Taiwan, next to the United States, has the largest number of students per capita.

ACADEMIC LIFE AS A VEHICLE FOR UPWARD MOBILITY

Education in Taiwan has changed significantly since the early period of the Republic. The contemporary educational structure in Taiwan consists of nine layers. Children below age six may attend kindergarten or nursery schools, either private or public. In recent years, daycare centers for working mothers have been developed under the auspices of the government and private organizations. The second level is elementary schools, which are free and include grades one through six. Children from six years of age to twelve or thirteen attend these, usually modern and physically open, facilities. (The openness is not based on an educational philosophy -- the warm, breezy climate in Taiwan makes this the logical type of structure.)

After completing elementary school, children are able to attend the public comprehensive junior high school. The school they attend is determined by a competitive examination. The age range here is from 12 to 15 or 16. Upon finishing ninth grade, a student takes an examination sponsored and controlled by the Ministry of Education. This exam determines whether the pupil will go to (1) an academic high school, (2) a three-year vocational high school, (3) a five-year junior college (three years of vocational high school and two years of technical college), (4) a five-year normal college to prepare for a teaching position at an elementary school, or (5) will end his or her education and find employment in industry or agriculture (see appendix B).

Only about 8 percent of those students completing grade nine fail to continue their education. A student who does poorly on the high school entrance exam may retake the exam after tutorial work or may enter a private high school. The public academic and vocational high schools in Taiwan vary widely in quality, but as in England they are generally slightly better than the private institutions. The competition for admission normally determines the quality of any school. Entrance into the better public high school is normally tantamount to admission to the finer universities.

Students at all of these levels are required to wear colorful uniforms that represent their schools. According to one college president, the reason for this is that clothes, particularly in developing nations, are a sign of wealth and family influence. This subjective factor should not enter into the classroom situation.

When a boy or girl graduates from twelfth grade he or she has already acquired advanced cognitive skills in reading, writing, and mathematics. Taiwan does not have a social promotion policy. It is incumbent upon the student to absorb the knowledge necessary to pass the various examinations. While in Taiwan I spoke with an American family who had sent their two sons to a public school. Though the children had been born and raised in Taiwan and were fluent in the Mandarin language, they were totally unprepared to compete with their first and second grade peers. Homework at the elementary school level is not only required: it is absolutely necessary to keep pace with the class. Two or three hours per day in study, beyond the six hours spent in the classroom, is a must even for the brighter pupils. High school necessitates at least three hours per day of home study. Also numerous communities have private tutors. These "study centers" meet from 7 to 10 p.m. daily and a private "moonlighting" pedagog quizzes the senior high school students on their lessons.

Another interesting facet of pre-college education in Taiwan is this: the "Why Johnny can't read" syndrome is unknown. All students read at roughly the level of expectation. The non-reader is an unknown species in Chinese education. There are probably many reasons for this phenomenon, most of which are cultural. Yet possibly the Chinese language, which uses ideographs instead of an alphabet, has worked as a preclusive agent in reading dysfunctionality. Dr. Kiyoshi Makito, a professor at Keio University Medical School (Japan), has suggested that reading dyslexia lies in the use of the alphabet in Western language. He believes that many of the letters (b and d, g and q) and numerous words (saw and was, weight and wait) create obstacles to the logical process of reading that is

an extension of sight and remembrance. Further, English has numerous contradictions in language and confusing variants in spelling: these could all possibly lead to the great difficulties the American child has in learning basic language skills. It could possibly explain why Chinese children learn to read at such an early age and do not have the dyslexia that is so common in the U.S. Hence the ideograph, which we in the West see as such a barrier to learning Chinese, may at some future time be shown as the cause celebre in teaching youngsters in America to read and think more clearly.

Upon successfully completing the academic high school, all students who desire to further their studies must sit for the annual national competitive entrance examination. Once a year, in the early summer, all universities and colleges hold joint entrance examinations to select freshmen. These examinations (even in the eyes of those individuals interviewed who were dissatisfied with higher education in Taiwan) are open to all, competitive, and fairly graded. One's wealth, family background, or prior education does not affect the score. The exams are graded with the utmost scrutiny and there is no indication of favoritism or dishonesty in this process. The strictest discipline during the exam and during grading is enforced by the Ministry of Education in Taipei (see Appendix C).

In the summer of 1977 about 100,000 young men and women sat for the joint exam.* It covered their knowledge of subjects normally found in the high school curriculum: math, history, science, language, and also, interestingly, philosophy and Confucian ideals. When registering for the national exam (which is held at numerous convenient sites) the applicant lists up to one hundred choices of subjects he wishes to major in and numerous schools he would like to attend. He may like, for instance, Department A in School A, Department B in School C, and so forth. Only those with the highest scores (10%) gain admission to both the field of study and the university of their first choice (see Appendix D).

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*Interestingly, though the population in Taiwan has increased, the number of applicants to four-year academic colleges, 1974-77, has slightly decreased.

One would wonder how students who did poorly on the exam would be motivated to study diligently in an area that was, for example, choice 50, school 10. The answer was given to me quite clearly by a sociology professor at Tunghai University: "Out of the 100,000 who took the exam [in 1976], only 30,000 passed it and were admitted to college. Hence 70,000 students would gladly replace any one who was unmotivated." Further, as was explained to me by a dean at National Normal University in Taipei, "Few high school students really have any idea of what they wish to major in. Once they are in the department they normally become quite enthused with the challenge and subject matter." To support this thesis, one need only to look at the graduation rate of students. Approximately 93 percent of students who are admitted to one of the universities in Taiwan graduate with the baccalaureate degree in four or five years. In America most high school graduates can get admitted to some college. Yet only approximately 35 percent (1971-75) graduate in the four- or five-year period. One could say that because of the strict and competitive admission policy of the Ministry of Education the most talented students are accepted. These quite naturally should graduate and do. (Interestingly, these statistics are not dissimilar to those of our Ivy League colleges which also have a very restricted admission procedure but which also graduate an overwhelming number of their freshmen some four years later.)

Transfer from one school to another is very rare; transfer from one department within a school to another is less rare but does necessitate approval by the Ministry of Education(which reevaluates the student's examination performance). In all of my interviews one point kept recurring: that favoritism was not part of the admission, transfer, or grading procedures, and that the student's achievement as measured by standardized examination was the only device used in admissions evaluation. Incidentally, one of the truly outstanding schools in Taiwan is National Normal University, which supplies a large number of secondary

school teachers. Students admitted to this excellent institution have all of their expenses paid by the government. They are, however, expected to teach for at least two years. This university attracts students who are interested in teaching as well as highly intelligent young men and women who for financial reasons could not afford the tuition, room and board at the other public and private universities. One is reminded of Teachers College of Columbia University when on the campus of National Normal University.

The most popular fields of study in Taiwan in recent years are these: medicine, the pure sciences, languages, library science, business and management, and, of course, the pedagogical sciences.

The average BA or BS degree is a four-year program. If one is earning a degree in the evening (six nights a week!), the length of time is normally five years. Students who, for financial reasons, must work during the day may attend evening programs at the undergraduate level.

The curriculum of law school is five years in length, dentistry six to seven years, and medicine seven to nine years. A student who has graduated from an academic high school does not have to repeat in college the material that was supposedly covered in high school. The entrance exam assures the college that those students accepted have a mastery of their high school subject matter. This is a major difference between education in Taiwan and the United States.

The most prestigious degree that can be earned in Taiwan is the PhD (the Ed.D. is not available). Only a few of the better schools have been granted permission by the Ministry of Education to offer this degree. It normally is earned after the master's and generally is a three- to five-year program in residency and is research oriented, as are most PhD programs in the U.S. The most prestigious school in Taiwan, National Taiwan University in Taipei, offers the doctorate in more than a dozen fields. This school is the Harvard or Stanford of Taiwan. Doctoral programs are also found in the following universities: Normal University, Chengchi University, Chunghsin University, Chengkung University,

Tsinghua, and College of Chinese Culture. The strictest supervision by the Ministry of Education assures that these degree-granting programs have strong faculties and available research material. Most of these schools have only one or two PhD degree programs; many universities offer numerous master's degree programs. These also must have Ministry of Education approval, as must all new departments, new faculty, and curriculum revision. As a high official at the Ministry of Education stated, "We do not want to have a marketplace where highly educated women and men cannot find employment. Rather, we control the number of persons gaining degrees and consequently assure fuller employment at the level of a person's education." Though personally I find this type of control distasteful, the AMA, ABA, and ADA use the same methods here in American -- with little criticism and maximum employment potential for their tyros.

Institutions of higher learning in Taiwan have had a continuing problem of attracting the best and brightest professors. Until the early 1970s a serious "brain-drain" affected higher education. A young person would take the terminal degree or post-doctoral work in America. Chinese scholars have always done well at American universities and consequently many remained on the faculty of this nation's colleges and universities. Though the Ministry of Education recognized this as a serious liability for its own system, no effort was made to limit the movement of people. China has a history of emigration. Interestingly, over 40 million Chinese live outside of China. These "overseas" Chinese, most of whom acquire permanent residency status, could in reality be one of the larger nations in the world (and if their wealth were consolidated, one of the very richest). The so-called "brain-drain," which did in the statistical sense hurt the academic profile of teachers in Taiwan, ended in the early 1970s when nations like the U.S. and Japan found that the 1960s had produced an overabundance of PhDs to teach in their colleges and universities. Consequently, Taiwan today is not only attracting the best and the brightest of its own PhDs but also has thousands of inquiries from other nations' professors seeking teaching positions. Taiwan does have a basic

rule: the college professor who hopes to become part of the regular (as contrasted to visiting) faculty must have fluency in Mandarin Chinese, the language that is used in all colleges and universities. However, visiting professors may be hired from other nations; all college students speak, read, and write English, and most graduate students have proficiency in a third or fourth language (usually Japanese, German, and French).

The main accomplishments in education in post World War II Taiwan have been in professional training. Virtually all physicians (the term "doctor" in China always denotes a PhD), engineers, lawyers, teachers, and most scientists have received their education in Taiwan. Scholars in the humanities and social sciences usually take their terminal degrees abroad in Japan, the U.S., France, Germany, or England. Yet, with the significant improvements made in the Taiwan faculty since 1970, more students are remaining in their homeland for their graduate liberal arts education.

The faculty of Taiwan's colleges and universities has four ranks: full professor (10 years of experience, publications, service, and the terminal degree or its equivalent); associate professor (3 to 7 years of experience, service, publications, and usually the terminal degree or its equivalent); instructor (3 years of experience, a master's degree, and successful experience in writing and teaching); and teaching assistant (this is normally a part-time position held by a doctoral candidate and may last from 1 to 7 years). The rank of assistant professor does not exist. The latest statistics indicate that only about 40 percent of persons holding professional rank have the earned doctorate. The statistics do not show the large number who hold the "A.B.D." degree. For many Chinese, especially those studying abroad, the dissertation written in their second or even a third language is simply beyond their resources. It would be encouraging if at some future date a dissertation could be written in the native language of the student and its quality judged by persons speaking that language. Those of us who have studied a second and third language realize the near impossibility of

developing an advanced level of proficiency in that language while at the same time taking classes, teaching, and doing the numerous mundane chores associated with doctoral candidacy (see Appendix E).

If there is a characteristic that from this observer's view dominates higher education in China it is dedication. Presidents, deans, professors, and students take pride in being part of the academic community. The reason for this deep-seated honor is partially historical as has been discussed in the first section of this paper. Also a basic law of economics has enhanced education in modern Taiwan: colleges admit only 25 to 30 percent of all applicants at the undergraduate level and less than 5 percent of those applying for graduate study. This competition (for admission) makes the product sought (education) a highly prized and in some ways idealized and romanticized commodity.

Teaching loads are prescribed by the Ministry of Education. Full professors teach an average of 9 credit hours per week; individuals with lower rank teach more. Moonlighting is not uncommon. An interesting factor in Chinese higher education is that professors usually have no posted office hours. Students may stop in at their leisure. Also -- and many American academics will find this fascinating -- students are encouraged to visit professors at their homes in the afternoons or evenings for tea. This is a common practice and has, on the whole, not been abused. Fortunately, genteel behavior and respect is seen in all student/professor-professor/student relationships. On the first day of class students who have the honor of having a senior professor as their mentor will rise and often bow. The /professor then thanks the students for their politeness and asks that this formality be discontinued. No sense of subservience is seen in this by either the students or the professor -- rather it seems to show respect for learning and age much as the handshake does in western society or the younger man standing when his senior enters a room. Incidentally, uniforms are abandoned after high school, as are short hair, beardlessness, and other trappings of the pre-college phase of education.

All colleges and universities are under the control of the Ministry of Education. Public institutions depend on the Ministry of Education for financial support. Private schools -- religious and independent -- have little or no governmental bases of economic support. Four of the best private colleges in Taiwan are Fujen (Catholic), Tunghai and Soochow (Protestant), and College of Chinese Culture (independent). Many private junior colleges and two-year business colleges and four-year schools exist. A total of 60 private schools are located in Taiwan. Of the schools this writer visited, the most impressive architecturally was Tunghai University in the central part of the island. Based on the design of the Tang dynasty, this school would remind one of the traditional Japanese architecture of the highest quality. Strength blended with sensuality best describes Tang art and architecture as observed at Tunghai University. (Incidentally, traditional Japanese building styles originated in China in the Tang Dynasty, 618-907 A.D.!)

If one attempted to rate the universities in Taiwan in terms of quality, three would head the list: National Taiwan University, founded by the Japanese in 1928 and today considered one of the finest institutions in the world, National Chengchi University, and National Taiwan Normal University. The last school mentioned, a teachers' college, has numerous visiting scholars and has successfully synthesized modern methods of teaching with classical Chinese scholarship. Competition for admission is extremely hard at these schools.

Universities show no sex discrimination in any program. In some areas women tend to outnumber men, particularly in education. In the sciences men tend to have a slight edge. In the medical sciences it is fairly equal but in law and engineering men tend to dominate in terms of numbers. Legally, sex, race, and origin discriminations are taboo and one senses that legal status of all persons, be they "mainlanders," Taiwanese, Hong Kong residents, aboriginese, or foreign visitors (numerous Japanese come to China for their education), is on an equal basis. Such things as quotas do not exist: the national entrance examination does away with subjective admission practices.

In the last ten years, scholarly research has played a larger and larger part in Taiwan's education. The leading research center is Academia Sinica, a facility where selected scholars and some few brilliant advanced graduate students from all universities have offices and research materials. Teaching does not take place here: the Center is for research, publishing, and consultation. Fellowship status in this Foundation is the highest privilege a professor may receive. Virtually all of the sciences, social sciences, and humanities are investigated at this beautiful center and the books and articles that are produced by its Fellows and adjunct members are a foundation for modern Chinese scholarship. Most of the emerging materials are translated into Japanese, English, German, and French and find their way to the better university libraries throughout the world. If one could find a parallel in America it might be the Princeton University Institute for Advanced Studies or the Harvard-M.I.T. Center for Research. Though opportunities and incentives do exist for publishing, the "publish or perish" syndrome, that does so much to advance a scholar in America and at the same time dilutes student advisement, teaching performance and lecture preparation time, does not exist in Taiwan, nor does tenure. Professors are hired on three- to five-year contract bases. De facto tenure prevails after a person has received his second three-year contract, yet no legal obligation is established between the institution and the professor.

Discussions with professors indicated that only when an individual was morally or ethically disturbing to the institution was he or she dismissed. A very formal system of appeals could then be pursued, ending with the Ministry of Education. Internalized psychological factors rather than external restraints tend to preclude unethical behavior on the part of persons in higher education in Taiwan. As Confucius so aptly stated circa 500 B.C., "Uprightness uncontrolled by etiquette becomes rudeness." There is too little to gain and too much to lose, stated one Chinese scholar, to be disruptive to a system which in reality is quite excellent. A professorship is the most prized profession and title one may hold in Taiwan

and to negate this privilege and challenge the history and prestige of Chinese education is an enigma to professors and students alike.

PART III

Administration: Making the System Work

Higher education administration in Taiwan differs significantly from the system of governance at the national level in the U.S., yet it does not significantly differ from the methods used by many state governments to administer public colleges and universities. Nor does it differ radically from the French, Swedish, German, or British systems.

At the top of the pyramidal chart one finds the Executive Yuan (cabinet) which as a group has the responsibility to administer the social, economic, military, judicial, educational, and policy-planning needs of Taiwan. The men and women who head the Yuan (henceforth called the Cabinet) are the leaders of the various executive departments and also have advisement and staff responsibilities to the President and the Premier. They have line authority for their ministry. The executive department that deals directly with universities and colleges is the Ministry of Education. It would remind one of a state Board of Governors or Regents rather than the U.S. Department of Health, Education and Welfare,which has only peripheral influence on U.S. institutions of education (see Appendix F).

The Ministry of Education does have a great deal of power and in reality sets the tone of higher education throughout Taiwan. The Minister, appointed by the nation's chief executive, takes overall charge of his department. He or she is often a former college president and is knowledgeable about academic life. Needless to say, his politics are attuned to those of the government. He is assisted by one general vice-president and two administrative vice-ministers. Housed in the Ministry are seven departments, five bureaus, three offices, and numerous committees. The Ministry has final say in numerous matters including hiring and dismissal of professors, promotion, retention, admission of students, administration of the national exam, textbook ordering, publications, department size and degree offerings, teaching materials, cultural programs, building needs, scientific betterment, and administrative appointments at all public colleges and

universities. It also works as the authority of final resort in all professorial and student appeal cases. Occasionally students who are dissatisfied with some aspect of their education (eg, an incompetent or unethical professor) will petition the Minister of Education. According to both teachers and students, these appeals are usually investigated and if the students have a legitimate complaint corrective action is taken. Normally, however, the system of appeal is through the departments, deans, college or university vice-presidents, and the school's presidential appeals committee (made up of professors, administrators, and students) rather than to the Ministry of Education. The system, though highly structured, is flexible. Most of the people in the Ministry of Education have advanced degrees and come from academic life. They, therefore, have had practical experience in colleges and universities and have themselves been students and understand the problems of student-age men and women.

At the various colleges that this writer visited, one characteristic of in-house administration and procedure was noted: no two schools are quite the same. National Taiwan University has a streamlined staff/line system with a structural approach to administration (see Appendix G). The administrators at this school (I had the honor to meet the president and academic vice-president) are personally very liberal and democratic in their orientations. They were gentlemen par excellence and students agreed with this impression. On the other side, Fu Yeng University (Catholic University) is far less centralized in its approach to administration. It has numerous deans who are given significant power. The president has historically been low profile. This school also has men and women in administration of the highest academic credentials; a student-centeredness also prevails here as at all schools visited. The other universities fit between the centralized and the decentralized approaches.

At all colleges and universities, be they of the structured type or of libertarian mode, the committee system that prevails in U.S. schools (for better or worse) has caught on in Taiwan. Committees on all aspects of college life

exist. Student representation is found on some of these but most committees are made up of senior and junior faculty persons and administrators. Though there is a purely coincidental relationship between committees and democracy, the committee system of decision making always works as a buffer zone between authoritarian rule and those being governed. Seldom does a decision reach the faculty or students without having been altered by the numerous committees it must pass through.

There seems to be a direct relation in campus independence and the geographic distance between the school and Taipei where the Ministry of Education is located. Most professors and administrators saw the Ministry of Education as a necessary agency; many expressed concern that it was not devoting enough money or time to their particular departmental needs, especially if they chose to develop a new degree or a graduate institute. (All "departments" that offer the M.A. or Ph.D. are referred to as "institutes" and unlike the undergraduate programs must be economically solvent.) If any one complaint was heard on a somewhat regular basis it was that the Ministry of Education was too involved with projected manpower needs of the society and used its influence and the national entrance examination to channel students and professors into socially relevant careers, eg, social work, education, and medicine as opposed to history and literature. When this point was brought up to a high level official in the Ministry of Education his response was this: "In America you have too many well educated people to have them all find meaningful employment. We wish to avoid this hardship before it begins." Another major administrative drive is to move more students into vocational/technical colleges and out of traditional arts and sciences colleges. The Ministry of Education has set as its goal that 40 percent of high school graduates should attend traditional academic colleges and 60 percent to attend business/vocational/technical colleges. In 1977 the percentages were about 50-50. It is felt that this change will strengthen Taiwan's economy and allow

for greater employmentof all graduates. It should also lessen the social schism that tends to exist between the vocationally oriented and the traditional academician (see Appendixes H and I).

In general, education administration in Taiwan's universities appears to be student oriented. One achieves the higher ranks in college administration by his or her academic talents first, and his managerial skills second. The scholar/administrator, a rare and endangered species in the U.S., is still alive and well in Taiwan.

Though the Ministry of Education does have significant influence, day-to-day matters of administration are managed at the various schools. Typically a college or university has a president who, having led a successful academic life, is selected by a screening committee and then recommended, in public universities to the Ministry of Education, and in private schools to a board of trustees or founders. Beneath this office are the academic, financial, and managerial provosts (sometimes called vice-presidents, other times called deans). The personality of the president and the history and traditions of the school determine the centralization/decentralization of the college administration and decision-making process.

The provosts tend to be called in on a weekly or biweekly basis to discuss the general concerns facing the university. This writer was not proxy to these meetings and cannot comment on their organization, nature, and openness. Most higher level administrators stated that the president of their institution did indeed listen and support the provost and deans even if it meant disagreement with the Ministry of Education.

Hiring of a professor is done at the departmental level with the advice and consent of the dean, provost, college president, and Ministry of Education. Very few nominees are vetoed after a department submits the name. If there is a challenge it normally comes because of budgetary problems or manpower changes.

Salaries, though by our standards low, allow a professor to live the good life; moonlighting is quite common. Further, all professors are guaranteed university housing or very low interest payment to buy a home. (Condominiums are the normal housing units in Taipei, an obvious consequence of limited land and dense population.) The domiciles that the universities supply their professors and administrators are delightful, generally near the campus, and reflective of the high esteem historically given scholars in China.

Student admission at the graduate level is also a departmental administrative decision. It is based on undergraduate records, the graduate entrance exam, and personal interviews. At the undergraduate level, departments (and for that matter, universities) have little to say about their freshman classes. The entrance exams and to a degree student preference determine where one attends school. This is reversed in graduate school.

All institutions have internal conflicts. This is a healthy indication that ideas and values exist on a broad range of topics. Conflict resolution is normally handled at the most local level. Committees of arbitration, made up of faculty persons and administrators, are available to resolve problems not easily resolved within the department. The Ministry of Education may be called on if the nature or intensity of the conflict requires this. Their decision is quite final.

Student needs are cared for by the department and the dean of students (depending on the situation). The department chairperson's influence in departmental matters depends on his or her personality and the traditions of the department. Perhaps the only quality that can be expressed about chairpersons is this: they work 8 to 10 hours per day and on Saturday mornings and they seem enthusiastic about their responsibilities and the honor of heading a division.

One of the truly outstanding efforts in Taiwan education is in evening and weekend college. Many students do not have the money to go to day school. They must support (or help support) their families. Numerous five-year B.A. degree programs exist at most universities in Taiwan. Daytime professors are paid overload salaries to teach in these. TV courses are also available for teacher

certification renewal and an extension summer school for educators is available. By attending these summer sessions (which are free), credit may be earned for pay raises and certification renewal. Also, numerous private and governmental centers have been developed to tutor students who have had academic difficulties or who seek accelerated preparatory courses for travel or study abroad. (Foreign language centers tend to dominate.)

Social and psychological counseling is also available at all colleges and at various centers. A "hotline" for emergencies of a personal nature is also readily available (referred to as "Teacher Chang"). Trained psychologists sit by these phones and help young people over difficult decisions or problems. I asked one of these counselors what the prevailing problem was and as no surprise she said that it was frustration over communication difficulties between parents and children.

Though this article reflects basically the positive aspects of higher education in Taiwan, some very definite shortcomings exist. Libraries are often not of the quality that one would expect at a PhD or MA degree-granting institution. Also, too much concern is placed on rote classroom memorization and too little emphasis is devoted to classroom exchanges and creative inquiry. This syndrome is the one that was pointed out to me by students who had taken degrees in both Taiwan and the U.S. They generally found the openness of the U.S. classroom setting stimulating; some questioned how this freedom influenced motivation and a self-directedness toward study.

Another problem is the proliferation of MA programs in the last five years which have come too quickly and without proper library support materials. The influence of the Ministry of Education at times does not conform to libertarian educational theory. Perhaps these criticisms could be leveled against most school systems, yet they are problems that must be faced and corrected if higher education in Taiwan is to realize its full potential.

It is this writer's view that on the whole the system of higher education in Taiwan is serving the needs of its citizens in as fair and open a fashion as is possible at this time in Taiwan's history. It is also this writer's opinion (after speaking with students, professors and administrators, government leaders, soldiers, businessmen, farmers, and laborers) that the people of Taiwan as a whole are proud of their colleges and universities. They see them as vehicles for human development, economic betterment, and national pride. The older persons envision them as a means for their children to succeed, regardless of the social or economic class, and to have a chance eventually to bring pride to the family and self-actualization to themselves.

The ultimate goal of any educational system is to bring about self-actualization to the individual and harmony to the society. How these two terms are defined differs from culture to culture. The Chinese ideal of the good life was expressed quite lucidly by Duke Shoa in his address to Kung Li-Wang circa 845 B.C. He stated that a civilization is great:

> "when poets are free to make verses, people to act plays, historians to tell the truth, ministers to give advice, the poor to grumble at taxes, students to learn lessons aloud, workmen to praise their skill and seek work, people to speak anything, and old men to find fault with everything."

Possibly this one paragraph, which synthesizes the ideals of social and political pundits since the beginning of written history, can be used as a measuring stick to determine the degree of success of Higher Education in Taiwan.

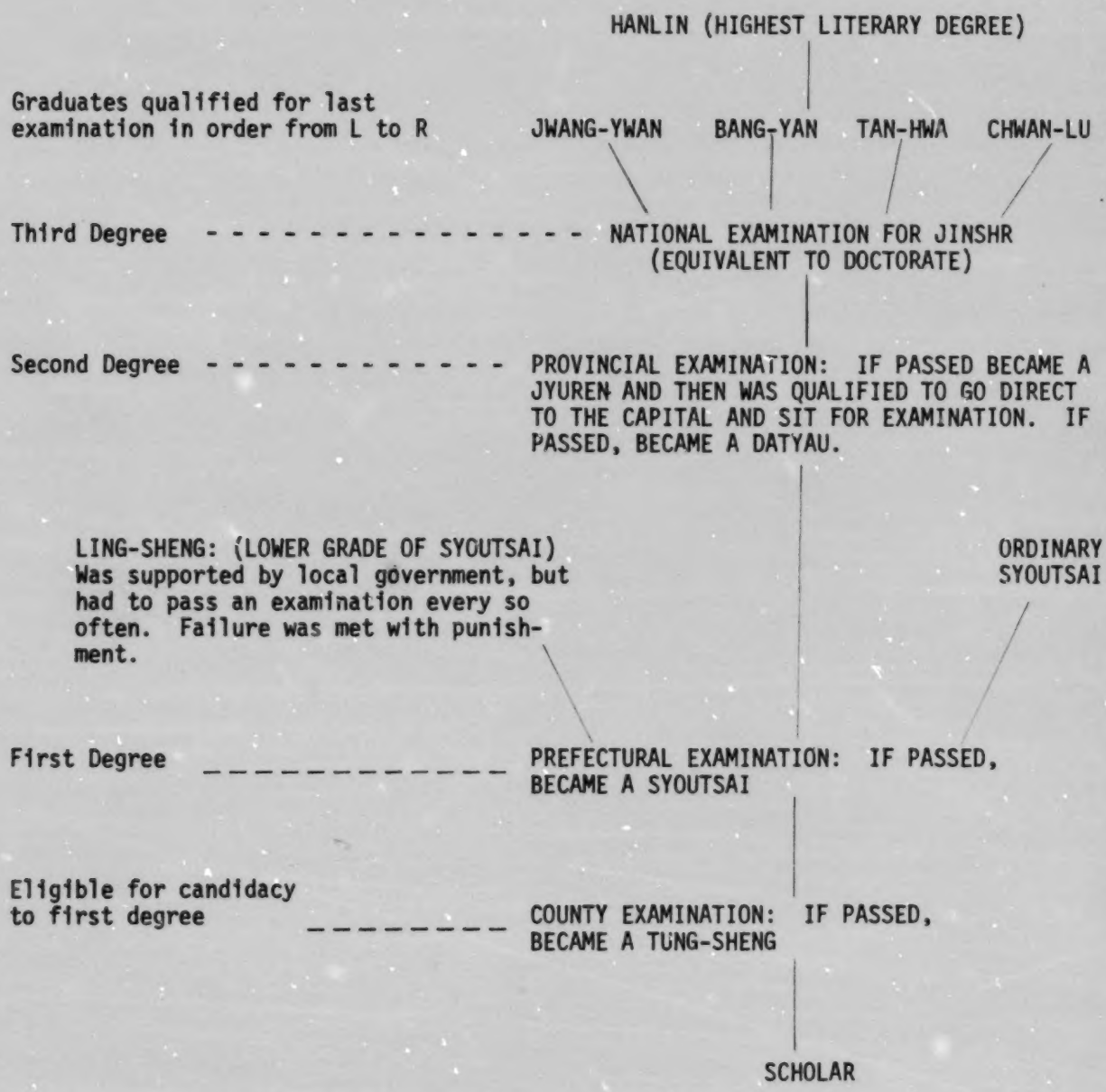
APPENDIXES

The following are included to illustrate various aspects of Taiwan education discussed in this essay. Appendixes B-J come from: EDUCATION IN THE REPUBLIC OF CHINA, (Ministry of Education: Taipei, 1976), pgs. 6-55.

APPENDIX A

TRADITIONAL CHINESE EDUCATION

LOCAL & NATIONAL EXAMINATION SYSTEM


HANLIN (HIGHEST LITERARY DEGREE)
Graduates qualified for last examination in order from L to R
JWANG-YWAN
BANG-YAN
TAN-HWA
CHWAN-LU
Third Degree
NATIONAL EXAMINATION FOR JINSHR (EQUIVALENT TO DOCTORATE)
Second Degree
PROVINCIAL EXAMINATION: IF PASSED BECAME A JYUREN AND THEN WAS QUALIFIED TO GO DIRECT TO THE CAPITAL AND SIT FOR EXAMINATION. IF PASSED, BECAME A DATYAU.
LING-SHENG: (LOWER GRADE OF SYOUTSAI) Was supported by local government, but had to pass an examination every so often. Failure was met with punishment.
ORDINARY SYOUTSAI
First Degree
PREFECTURAL EXAMINATION: IF PASSED, BECAME A SYOUTSAI
Eligible for candidacy to first degree
COUNTY EXAMINATION: IF PASSED, BECAME A TUNG-SHENG
SCHOLAR

SOCIAL POSITION

Scholars are the highest

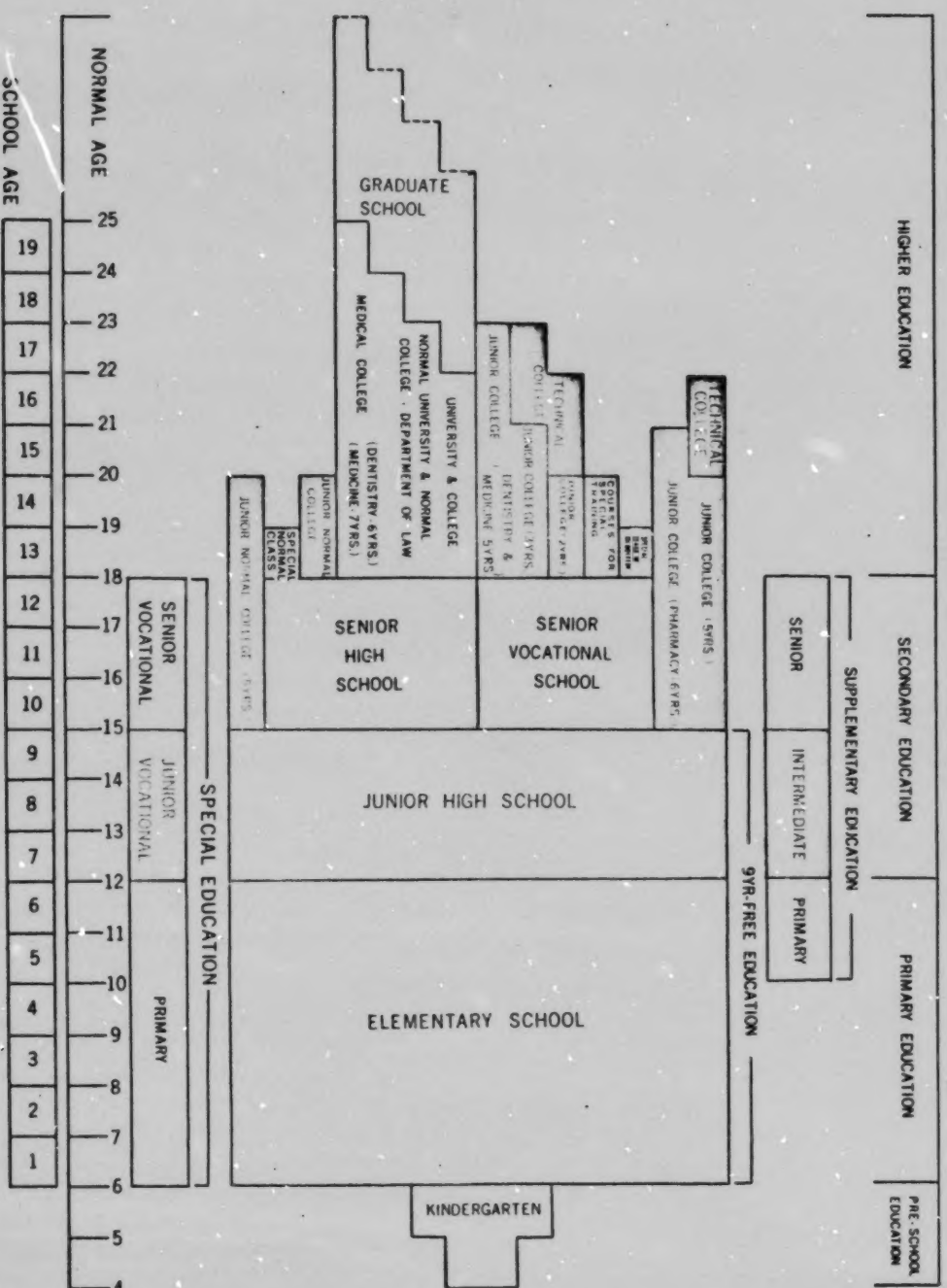
Farmers are second

Workers are third

Merchants are lowest

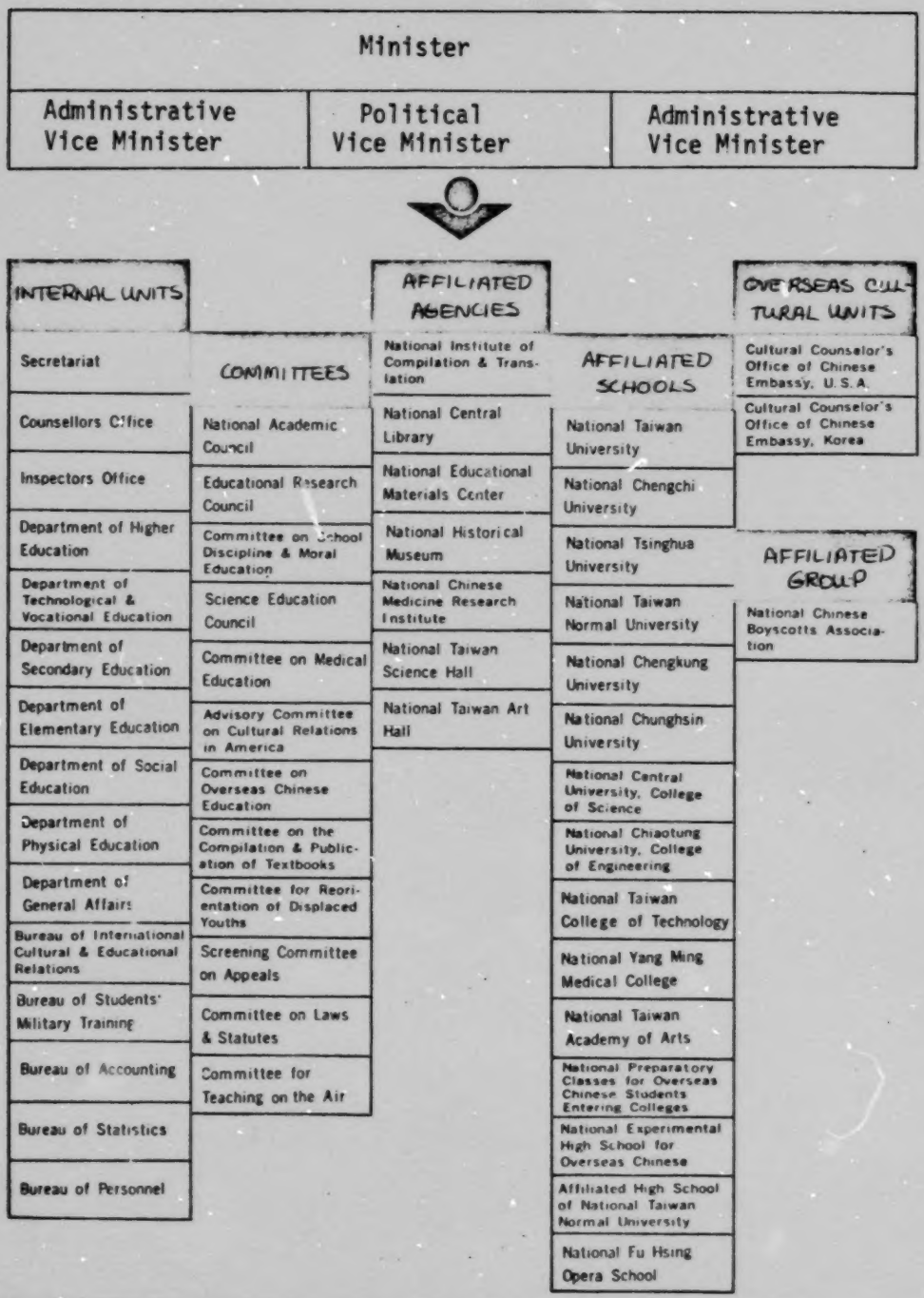
APPENDIX B

THE CURRENT SCHOOL SYSTEM



APPENDIX C

ORGANIZATION OF MINISTRY OF EDUCATION


Minister
Administrative Vice Minister
Political Vice Minister
Administrative Vice Minister
INTERNAL UNITS
Secretariat
Counsellors Office
Inspectors Office
Department of Higher Education
Department of Technological & Vocational Education
Department of Secondary Education
Department of Elementary Education
Department of Social Education
Department of Physical Education
Department of General Affairs
Bureau of International Cultural & Educational Relations
Bureau of Students' Military Training
Bureau of Accounting
Bureau of Statistics
Bureau of Personnel
COMMITTEES
National Academic Council
Educational Research Council
Committee on School Discipline & Moral Education
Science Education Council
Committee on Medical Education
Advisory Committee on Cultural Relations in America
Committee on Overseas Chinese Education
Committee on the Compilation & Publication of Textbooks
Committee for Reorientation of Displaced Youths
Screening Committee on Appeals
Committee on Laws & Statutes
Committee for Teaching on the Air
AFFILIATED AGENCIES
National Institute of Compilation & Translation
National Central Library
National Educational Materials Center
National Historical Museum
National Chinese Medicine Research Institute
National Taiwan Science Hall
National Taiwan Art Hall
AFFILIATED SCHOOLS
National Taiwan University
National Chengchi University
National Tsinghua University
National Taiwan Normal University
National Chengkung University
National Chunghsin University
National Central University, College of Science
National Chiaotung University, College of Engineering
National Taiwan College of Technology
National Yang Ming Medical College
National Taiwan Academy of Arts
National Preparatory Classes for Overseas Chinese Students Entering Colleges
National Experimental High School for Overseas Chinese
Affiliated High School of National Taiwan Normal University
National Fu Hsing Opera School
OVERSEAS CULTURAL UNITS
Cultural Counselor's Office of Chinese Embassy, U.S.A.
Cultural Counselor's Office of Chinese Embassy, Korea
AFFILIATED GROUP
National Chinese Boyscotts Association

APPENDIX D

TEACHING SUBJECTS AND WEEKLY TEACHING HOURS OF SENIOR HIGH SCHOOLS

	(A) Major in Natural Sciences						(B) Major in Social Sciences				
Grade ▶	1		2		3		1		2		3
(Semester) ▶	I	II	I	II	I	II	I	II	I	II	I
Chinese	6	6	5	5	5	5	6	6	7	7	7
English	6	6	5	5	5	5	6	6	7	7	7
Civics	2	2	2	2			2	2	2	2	
Three Principles of the People					2	2					2
History	2	2	2	2			2	2	2	2	
History of Chinese Culture											2
Geography	2	2	2	2			2	2	2	2	2
Mathematics	4	4	6	6	6	6	4	4	4	4	4
Physics					6	6					3
Chemistry			6	6					3	3	
Biology	3	3					3	3			
Earth Science					2	2					
Physical Education	2	2	2	2	2	2	2	2	2	2	2
Music	1	1	1	1			1	1	1	1	
Fine Arts	1	1	1	1			1	1	1	1	
Industrial Arts (Home Economics for girls)	2	2	2	2			2	2			
Military Training (Military Training & Nursing for girls)	2	2	2	2	2	2	2	2	2	2	2
Selective Subjects					2 ~ 6	2 ~ 6					2 ~ 5
TOTAL	33	33	35	36	32 ~ 36	32 ~ 36	33	33	35	35	33 ~ 36

APPENDIX E1

NUMBER OF TEACHERS IN UNIVERSITIES & COLLEGES

FULL-TIME

BY EDUCATIONAL BACKGROUND & QUALIFICATION

(SCHOOL YEAR 1975-76)

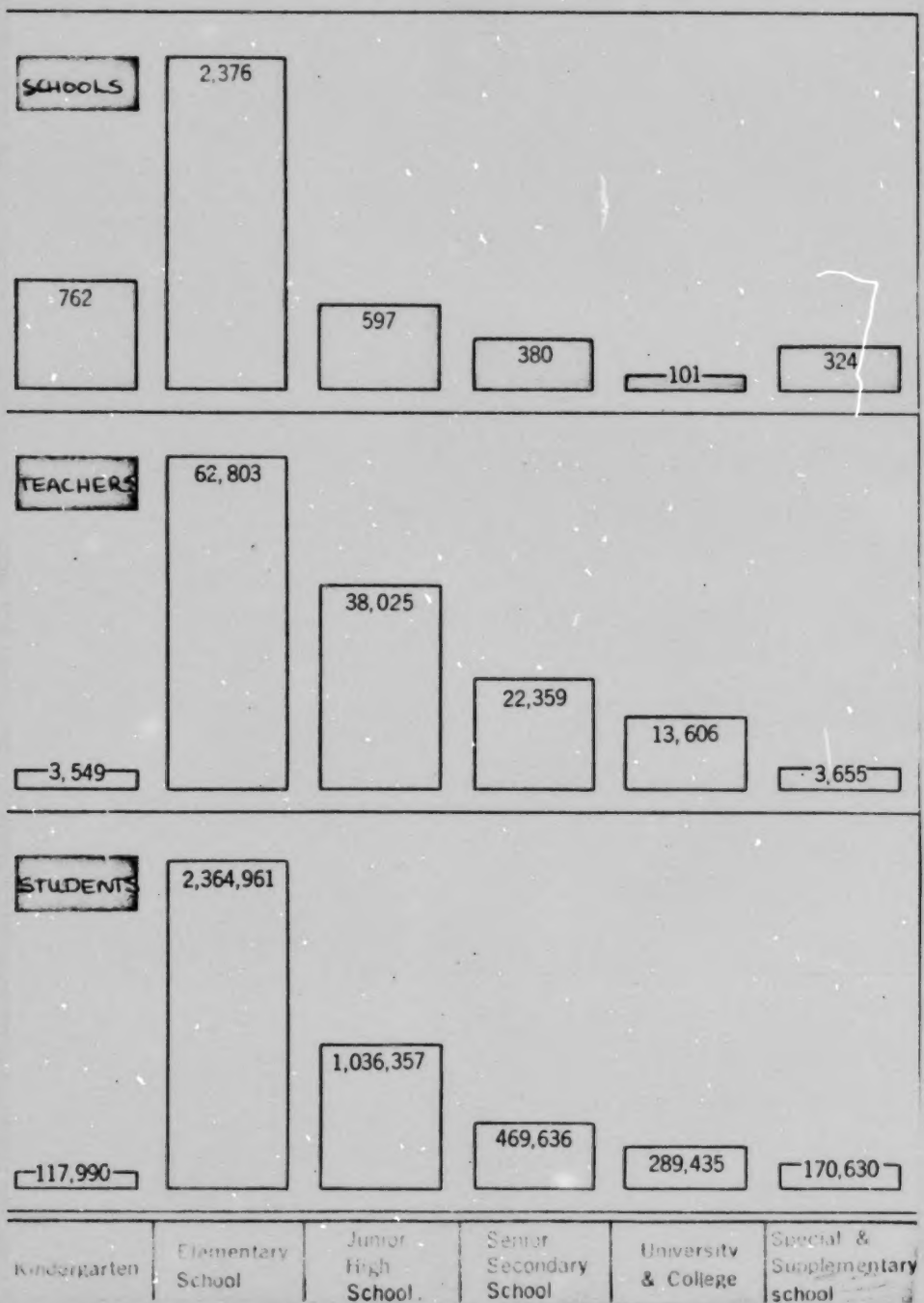
	GRAND TOTAL			PROFESSOR		
	Total	Public	Private	Total	Public	Private
Total	13,606	7,008	6,598	3,127	1,960	1,167
Doctor Degree	1,217	866	351	704	466	238
Master Degree	2,636	1,473	1,163	570	297	273
Bachelor Degree	7,258	3,751	3,507	1,542	1,003	539
Graduates from Junior College	1,725	591	1,134	151	93	58
Others	770	327	443	160	101	59

	ASSOCIATE PROFESSOR			INSTRUCTOR		
	Total	Public	Private	Total	Public	Private
Total	3,010	1,826	1,184	3,548	1,607	1,941
Doctor Degree	498	391	107	11	9	2
Master Degree	681	399	282	1,242	720	522
Bachelor Degree	1,315	742	573	1,767	709	1,058
Graduates from Junior College	225	137	88	325	104	221
Others	291	157	134	203	65	138

	ASSISTANT			OTHER		
	Total	Public	Private	Total	Public	Private
Total	3,736	1,571	2,165	185	44	141
Doctor Degree	2	---	2	2	---	2
Master Degree	139	57	82	4	---	4
Bachelor Degree	2,596	1,293	1,303	38	4	34
Graduates from Junior College	947	220	727	77	37	40
Others	52	1	51	64	3	61

APPENDIX E11

NUMBER OF SCHOOLS, TEACHERS, AND STUDENTS OF ALL LEVELS IN SCHOOL YEAR 1975



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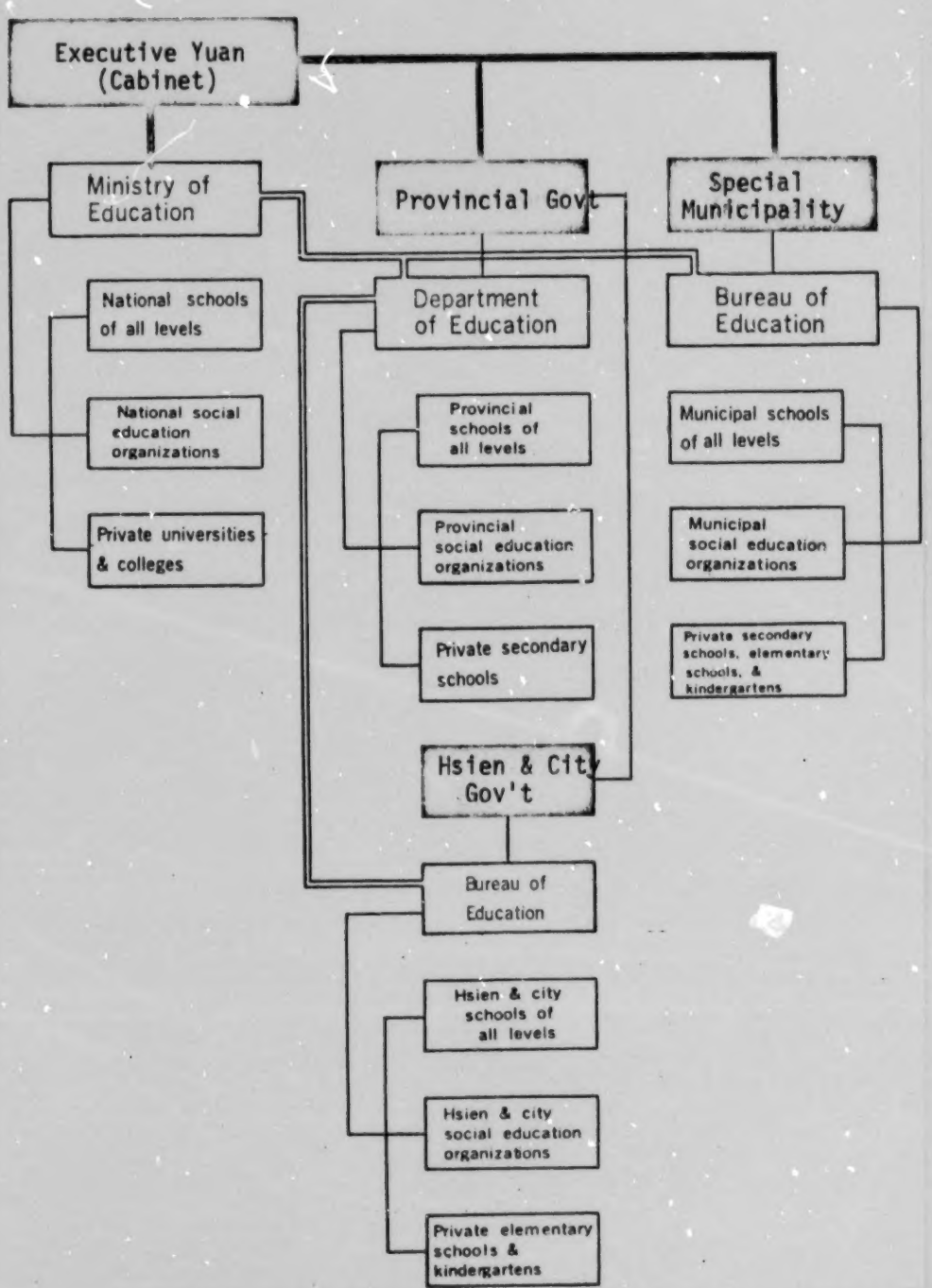
APPENDIX F

SYSTEM OF EDUCATIONAL ADMINISTRATION


Executive Yuan (Cabinet)
Ministry of Education
Provincial Govt
Special Municipality
National schools of all levels
National social education organizations
Private universities & colleges
Department of Education
Bureau of Education
Provincial schools of all levels
Provincial social education organizations
Private secondary schools
Municipal schools of all levels
Municipal social education organizations
Private secondary schools, elementary schools, & kindergartens
Hsien & City Gov't
Bureau of Education
Hsien & city schools of all levels
Hsien & city social education organizations
Private elementary schools & kindergartens

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APPENDIX G

Example: ORGANIZATION OF NATIONAL TAIWAN UNIVERSITY

President

Secretariat	Secretaries
Office of Dean of Studies	5 sections, & 2 branch Offices
Office of Dean of Discipline & Guidance	6 sections, 3 centers, & 2 branch Offices
Office of Dean of General Affairs	6 sections, welfare society, & school police
College of Liberal Art	6 departments, 5 graduate schools, exhibit hall, & language laboratory
College of Science	9 departments & 9 graduate schools
College of Law	5 departments & 5 graduate schools
College of Medicine	Medical course (21 sub-courses), 6 departments, 8 graduate schools, university hospital & 2 jointly operated centers
College of Engineering	4 departments, 5 graduate schools, & jointly operated hydraulics experimentation institute with Agr. Col.
College of Agriculture	10 departments, 10 graduate schools, experimentation forest, experimentation farm, veterinary hospital, mountain farm, agricultural exhibit hall & jointly operated hydraulics experimentation institute with Eng. Col.
Evening Session	5 departments
Computer Center	
Library	Main library, 2 branch libraries, & research library
Accounting Office	
Personnel Office	
Student Military Training Office	

- Fishery Biology Institute (Jointly operated with Min. of Eco. Affairs)
- Mathematics Research Center (Jointly operated with Academia Sinica & Tsing-hua University)
- Chemistry Research Center (Jointly operated with Academia Sinica)
- Agricultural Research Center (Jointly operated with Chung-hsin Uni. & Prov. Agr. Exp. Institute)
- Industrial Research Center (Jointly operated with Industrial Development Fundation)
- Language Center (Jointly operated with Economic Planning Council)
- Taipei Public Health Teaching & Demonstration Center (Jointly operated with Taiwan Prov. Health Dep. & Taipei Health Bureau)
- Taipei Children's Mental Health Center (Jointly operated with Taipei Health Bureau)
- Aerial Survey Traning Center (Jointly operated with Taiwan Prov. Aerial Survey Team & Chinese Aerial Photo Society)

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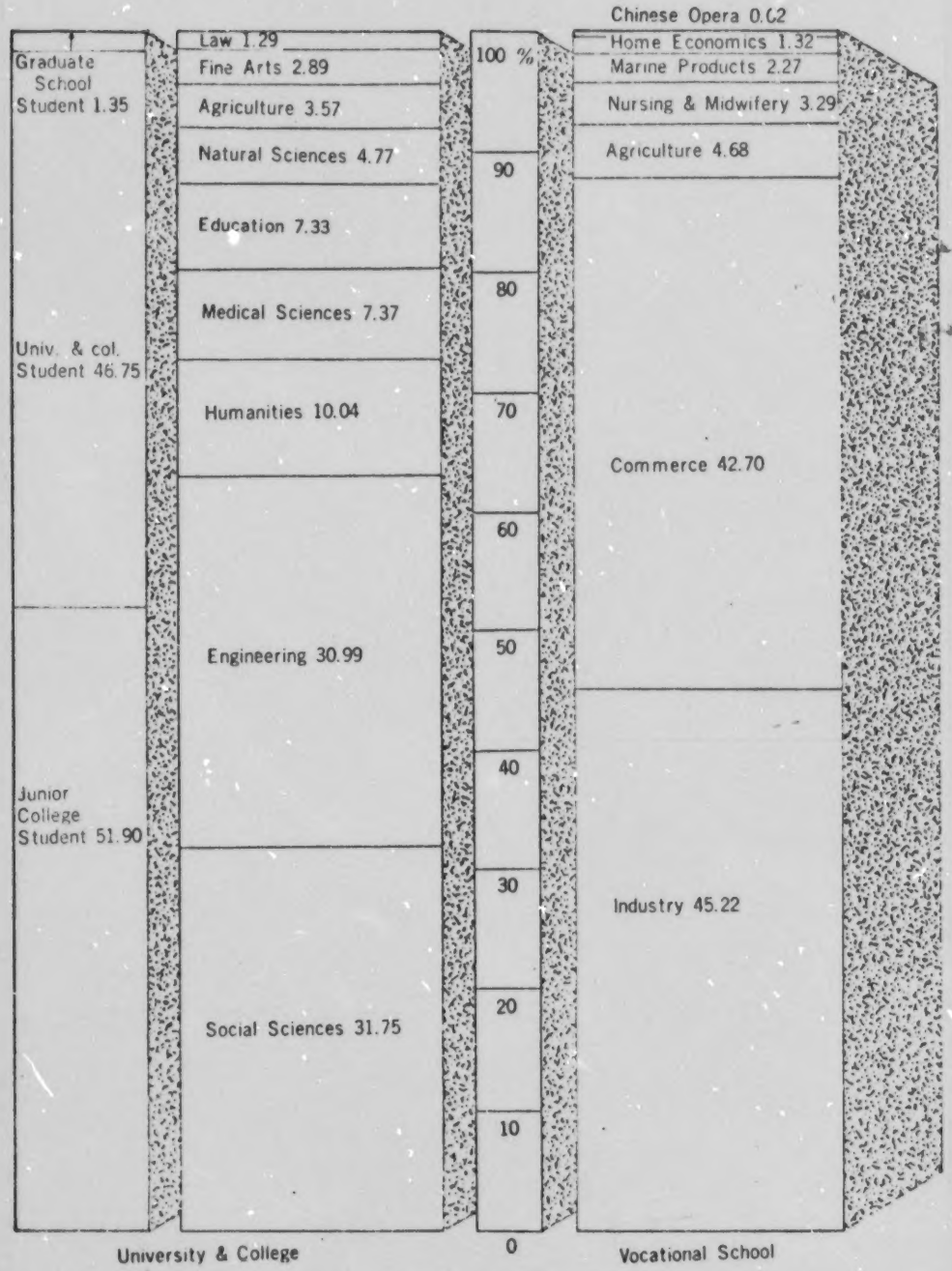
APPENDIX H

CATEGORIES OF VOCATIONAL SCHOOL AND UNIVERSITY & COLLEGE STUDENTS

SY 1975



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APPENDIX I

Example: TEACHING SUBJECTS AND WEEKLY HOURS OF AGRICULTURAL MECHANICAL COURSE OF SENIOR AGRICULTURAL VOCATIONAL SCHOOL

Grade	1		2		3	
(Semester)	I	II	I	II	I	II
Chinese	4	4	4	4	4	4
English	2	2	2	2	2	2
Civics	2	2	2	2		
Three Principles of the People					2	2
Mathematics	4	4				
Physics	2	2				
Physical Education	1	1	1	1	1	1
Military Training	2	2	2	2	2	2
Introduction to Agriculture	2	2				
Drawing Study & Drawing Making	1	1				
Farm Machines			6	6		
Introduction to Machines	3	3				
Farm Machines Repairement					4	4
Selective Courses			3	3	4	4
Practice	14	14	17	17	18	18
TOTAL	37	37	37	37	37	37

Example: TEACHING SUBJECTS AND WEEKLY HOURS OF TECHNICAL ENGINEERING COURSE OF SENIOR INDUSTRIAL VOCATIONAL SCHOOL

Grade	1		2		3	
(Semester)	I	II	I	II	I	II
Chinese	4	4	4	4	4	4
English	2	2	2	2	2	2
Civics	2	2	2	2		
Three Principles of the People					2	2
Physical Education	1	1	1	1	1	1
Military Training	2	2	2	2	2	2
Related Mathematics	2-4	2-4	2-4	2-4	2	2
Related Sciences	3	3				
Drawing Study & Drawing Making	3	3	3	3	3	3
Mechanical Engineering	2	2	4	4	4	4
Selective Courses	0-2	0-2	0-2	0-2	4	4
Practice	14	14	14-15	14-15	14-15	14-15
TOTAL	37	37	36-37	36-37	36-37	36-37

Example: TEACHING SUBJECTS & WEEKLY HOURS OF SENIOR COMMERCIAL VOCATIONAL SCHOOL

Grade	1		2		3	
Semester	I	II	I	II	I	II
Chinese	5	5	5	5	5	5
English	4	4	4	4	4	4
Civics	2	2	2	2		
Three Principles of the People					2	2
Mathematics	4	4	4	4		
Physical Education	1	1	1	1	1	1
Music	1	1				
Military Training	2	2	2	2	2	2
Economic Geography	2	2				
Economics	3	3				
Commercial Bookkeeping	5	5				
Bank Accounting					4	4
Cost Accounting					5	5
Money & Banking			2	2		
Statistics					3	3
Introduction to Commerce	2	2				
Accounting			5	5		
Commercial Mathematics			2	2		
Business Management					2	2
Commercial Law			2	2		
Commercial Practice					2	2
Abacus	2	2	2	2	2	2
Chinese Typing					2	2
English Typing			3	3		
Introduction to Finance & Taxation			2	2		
Marketing & Advertisement	3	3				
International Trade					2	2
TOTAL	36	36	36	36	36	36

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APPENDIX J

SCHOOL PATTERNS

Category			Mainly Established Body	Qualifications of Admission	Period of Study	Conditions of Graduation
University or College			National Provincial Private	Age 18 or over & graduated from senior secondary school; having passed the university & college entrance examination	4 - 7 years	Having earned 128 credits
Graduate School	for master degree		National Provincial Private	Holder of bachelor's degree; passed graduate school entrance examination	Minimum 2 years	Having earned 28 credits with thesis
	for doctor degree			Holder of master's degree; passed graduate school entrance examination	Minimum 2 years	Having earned 10 credits with thesis and passed oral exam.
Special School	Primary		Provincial Municipal	Age 6 or over	6 years	Same as elem. sch.
	Junior Vocational			Age 12 or over; grad. from special elem. sch.	3 years	Same as junior high sch.
	Senior Vocational			Age 15 or over; grad. from special junior voc. sch.	3 years	Same as senior vocat. school
Supplementary School	General	Primary	Provincial Municipal Private	Age 12 or over; 4 years schooling at elem. sch. or same knowledge level	2 years	Satisfactorily completed 2yrs. schooling and passed the qualify exam.
		Intermediate		Age 12 or over; graduated from elem. school or equivalent	3 years	Satisfactorily completed 3yrs. schooling and passed the qualify exam.
		Senior		Age 14 or over; graduated from junior high school or equivalent	3 years	The same as junior class
	Vocational	Senior	Provincial Municipal Private	Same as General Primary	2 years	The same as general pri. class
		Intermediate		Same as General Intermediate	3 years	The same as general junior class
		Senior		Same as General Senior	3 years	The same as general senior class

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APPENDIX K

TYPICAL CURRICULUM OF UNDERGRADUATE MAJORING IN CHINESE*

FRESHMAN YEAR

REQUIRED COURSES	Credits
Introduction to Chinese Classics and Literature	6
Chinese Calligraphy	2
Four Books I (The Analects of Confucius)	-

ELECTIVE COURSES

Shih Chi	4
Han-fei Tzu	4
Lu Shih Ch'un Ch'iu	4
Ancient Chinese Poems and Songs	4
Directions of Reading	4
Laboratory Work	0

SOPHOMORE YEAR

REQUIRED COURSES

Prose and Practice Writing	4
Selected Poems and Practice Writing	4
Chinese Etymology	6
Selected Readings of English	4
Huai Nan Tzu	4
Chu Tzu	4
Kuan Tzu	4
Linguistics	4

JUNIOR YEAR

REQUIRED COURSES

Prose and Practice Writing	4
Selected Readings in "Tzu" and Practice Writing	3
History of Chinese Literature	4
Chinese Grammar	4
Four Books II (Mencius)	-
Modern Chinese Literature and Practice Writing I	3

*One should note the absence of "core" type classes. These are covered in the high school curriculum.

ELECTIVE COURSES — Credits

Study of Chinese Calligraphy..... 2
Japanese..... 4
Selections of "Chu" and Practice Writing..... 3
Methods and Materials of Teaching..... 4
Chinese Phonology..... 4
Four Books III (The Mean and the Great Learning)..... -
History of Chinese Literature..... 4

ELECTIVE COURSES

Tso-Chuan..... 6
Characters of Chow Dynasty..... 4
Chuang Tzu..... 4
Moh Tzu..... 4
Liu Shih's Critical Theories and Essays..... 4
Selected Readings of English..... 4
Japanese..... 4
Selections in Modern Chinese Literature..... 4
Introduction to Western Literature..... 4
The Poems of Tu Fu..... 4
Chinese Rhetoric..... 4
Chau Ming Selections..... 4

SENIOR YEAR

REQUIRED COURSES

Semantics..... 4
Practical Writings..... 4
History of Chinese Philosophy..... 6

ELECTIVE COURSES

Selected Readings in Writings of Euphuistically Antithetic Style and Practice Writing..... 4
Lao Tzu..... 4
Li Chi..... 4
Characters of Yin Dynasty..... 4
Shang Shu (The Official Proclamation of the Ancient Monarchs)..... 4
I-Ching (Book of Changes)..... 4
Literary Criticism..... 4
Specialistic "Tzu"..... 4
Studies in Classified Special problems..... 4
Elocution and Debating..... 4
Shih Ching (Collection of Ancient Chinese Poems)..... 6
Study of the Novels in the Dynasty from Ming to Ching..... 4

APPENDIX L

INSTITUTIONS OF HIGHER LEARNING

Tunghai University

Taichung, Taiwan, Republic of China

A private co-educational university, establishment approved in 1955.
Campus area: 419,562 square meters

Teaching staff: 220
Library: 124, 790 volumes
578 periodicals

Academic departments: 18
Graduate institutions: 3

College	Departments	Bachelor's Programs Established	Master's Programs Established
Liberal Arts	Chinese Literature	1955	1970
	Western Languages & Literature	1955	
	History	1955	1970
	Economics	1956	
	Political Science	1956	
	Sociology	1956	
	Music	1971	
Sciences	Physics	1955	
	Chemistry	1955	
	Biology	1955	1973
	Mathematics	1970	
Engineering	Chemical Engineering	1960	
	Architectural Engineering	1960	
	Industrial Engineering	1960	
Commerce	International Trade	1973	
	Business Management	1973	

National Central University

Chung Li, Taiwan, Republic of China

A public co-educational university founded in Nanking in 1915, reestablished in Taiwan in 1968.
Campus area: 484,950 square meters
Academic department: 7
Graduate institution: 2

Teaching staff: 154
Library: 23,983 volumes
240 periodicals

College	Departments	Bachlor's Programs Established	Master's Programs Established
Science	Chinese Literature & Language	1969	
	Foreign Literature & Languages	1970	
	Chemical Engineering	1969	
	Physics	1968	
	Mathematics	1969	1974
	Atmospheric Physics	1968	
	Civil Engineering	1971	
	Geophysics		1962

National Taiwan University

Main Campus: Section IV Roosevelt Road, Taipei
College of Law: Hsu Chow Road, Taipei
College of Medicine: Jen Ai Road, Taipei
Taipei, Tiwan, Republic of China

A public co-educational university founded in 1928 and reogranised in 1945
Campus area: 12, 537, 275
Academic departments: 41
Graduate institutions: 43

Teaching staff: 1,659
Library: 1,028,287 volumes
630,702 periodicals

College	Departments	Bachelor's Porgrams Established	Master's Programs Established	Doctoral Programs Established
Liberal Arts	Chinese Literature	1945	1957	1967
	Foreign Languages & Literature	1947	1966	1970
	History	1947	1957	1967
	Philosophy	1945	1957	
	Archaeology & Anthropology	1949	1957	
	Library Science	1961		
Science	Mathematics	1946	1960	
	Physics	1946	1960	1969
	Chemistry	1945	1956	1966
	Geology	1945	1956	1970
	Zoology	1945	1960	
	Botany	1945	1946	
	Psychology	1945	1961	1971
	Geography & Meteorology	1955		
	Oceanography		1968	
	Biochemical Science		1972	
	Atmospheric Scinces	1972		
Law	Law	1947	1956	1974
	Political Science	1947	1956	
	Economics	1947	1956	1968
	Business Administration	1947	1972	
	Sociology	1960	1974	
	San Min Chu I		1974	
Medicine	Medicine	1945	1947	
	Dentistry	1955		
	Pharmacy	1953		
	Medical Technology	1956		
	Nursing	1956		
	Rehabilitation Medicine	1970		
	Public Health	1972		
	Pharmaceutical Sciences		1972	
	Physiology		1947	
	Pharmacology		1962	1968
	Biochemistry		1962	1968
	Pathology		1947	1969
	Public Health		1951	
	Microbiology		1965	
	Anatomy		1969	
Engineering	Cvivil Engineering	1945	1960	
	Mechanical Engineering	1945	1966	
	Electrical Engineering	1945	1927	1968
	Chemical Engineering	1945	1964	1970
	Ship-building		1973	
Agriculture	Agronomy	1945	1956	1968
	Agricultural Engineering	1945	1966	
	Agricultural Chemistry	1946	1946	1968
	Plant Pathology & Entomology	1947	1946	1968
	Forestry	1945	1946	1974
	Animal Husbandry	1959	1969	
	Veterinary Medicine	1959	1968	
	Agricultural Economics	1945	1968	
	Horticulture	1945	1967	
	Agricultural Extension	1961	1969	
	Botany			1973

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Fu Jen Catholic University

No. 510, Chung-Tseng Road
Hsinchuang, Taipei, County, Taiwan, Republic of China

A private co-educational university established in 1929, Peiping. Reestablished in 1963
Campus area: 424,200 square meters
Academic departments: 26
Graduate institutions: 6

Teaching staff: 459
Library: 152, 340 volumes

College	Departments	Bachelor's Programs Established	Master's Programs Established	Doctoral Programs Established
Liberal Arts	Chinese Literature	1963	1967	
	English	1963		
	German	1967		
	French	1964	1974	
	Spanish	1964		
	Oriental Literature & Language	1969		
	History	1963	1967	
	Philosophy	1963	1969	1969
	Library Science	1970		
	Physical Education	1969		
	Mass Communication	1971		
	Educational Psychology	1972		
Sciences	Mathematics	1964	1973	
	Physics	1964	1974	
	Chemistry	1964		
	Biology	1964		
	Home Economics	1963		
	Food & Nutrition	1964		
	Textiles & Clothing	1970		
Law	Law	1963		
	Sociology	1969		
	Economics	1968		
Business	Business Administration	1968		
	Accounting	1973		
	International Trade	1973		
	Statistics	1973		

National Chiao Tung University

No. 45, Bou-Ai Street
Hsinchu, Taiwan, Republic of China

A public co-educational university founded in Shanghai in 1896, Reestablished in Taiwan in 1958
Campus area: 120,000 square meters
Academic departments: 10
Graduate institutions: 3

Teaching staff: 117
Library: 100,000 volumes
28,040 periodicals

College	Departments	Bachelor's Programs Established	Master's Programs Establishen	Doctoral Programs Established
Engineering	Electrophsics	1967	1958	1958
	Electronic Engineering	1967		
	Control Engineering	1967		
	Communication Engineering	1967		
	Management Science	1971	1970	
	Appiled Mathematics	1972		
	Computer Science	1972	1972	
	Oceanic Transportation	1973		
	Shipping Technology	1973		
	Transportation Management	1973		

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Tamkang College of Arts and Sciences

Tamsui, Taiwan, Republic of China

A private co-educational college founded in 1950.
(Former Tamkang Junior English College)
Campus area: 204, 390 square meters
(Tamsui campus and downtown campus)
Academic departments: 31
Graduate institvtions: 7

Teaching staff: 1, 234
Library: 200,000 volumes
1,401 periodicals

Departments	Bachelors's Programs Established	Master's Programs Founded
Chinese	1956	
Chinese Literature	1958	
Western languages & literature		1970
English	1950	
Spanish	1962	
German	1963	
French	1963	
Oriental Languages & Literature	1966	
History	1966	
Educational Media Science	1971	
European Studies		1971
American Studies		1974
Mathematics	1958	1970
Chemistry	1958	1971
Physics	1963	1972
Methematical Statistics	1966	
Applied Chemistry	1974	
Architecture	1964	
Civil Engineering	1967	
Irrigation Engineering	1967	
Water & Soil Conservation	1967	
Electronic Computer Science	1969	
Mechanical Engineering	1970	
Hydraulic Engineering	1970	
Chemical Engineering	1971	
Electronic Engineering	1971	
Air Engineering	1972	
Business	1968	
Business Administration	1965	
Accounting	1965	
Statistics	1965	
Banking and Insurance	1965	
International, Trade	1965	
Cooperative Studies	1970	
Management Science		1973

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National Taiwan Normal University

Sec. 1, Ho Ping East Road
Taipei, Taiwan, Republic of China

A public co-educational univrsity established in 1946. Specializing in the training of secondary School teachers.
Campus area: 87,500 square meters
Academic departments: 19
Graduate institutions: 11

Teaching staff: 730
Library: 283, 369 volumes
110, 120 periodicals

College	Department	Bachelor's Programs Established	Master's Programs Established	Doctoral Programs Established
Education	Education	1946	1955	1974
	Educational Psychology	1968		
	Social Education	1955		
	Industrial Education	1953		
	Physical Education	1946	1960	
	Health Education	1959		
	Home Economics Education	1953		
	Counseling & Guidance	1968		
Liberal Arts	Chinese	1946	1956	1957
	English	1946	1956	
	History	1946	1960	
	Geography	1946	1960	
	Fine Arts	1946		
	Music	1946		
Sciences	Dr. Sun Yat-sen's Thought		1968	
	Mathematics	1946	1960	
	Physics	1946	1974	
	Chemistry	1946	1974	
	Biology	1946	1960	

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National Chung Hsing University

Kuo-Kong road
Taichung, Taiwan, Republic of China

A public co-educational university founded in 1961 and reorganized in 1946
Campus area: 82, 316, 569 square meters
Academic departments: 31
Graduate institutions: 11

Teaching staff: 462
Library: 211, 748 volumes
725 periodicals

Coliege	Departments	Bachelor's Programs Established	Master's Programs Established
Agriculture	Agronomy	1946	1968
	Forestry	1946	1972
	Plant Pathology	1947	1969
	Agricultural Economics	1947	1957
	Horticulture	1954	1973
	Entomology	1954	1972
	Agriculture Product Marketing	1974	
	Agricultural Education	1955	
	Animal Husbandry	1974	
	Veterinary	1974	1974
	Water & Soil Conservation	1964	
	Soil Science	1969	1970
	Food Science & Engineering	1969	
Law and Commerce	Law	1952	
	Public Administration	1949	1964
	Land Economics & Administration	1949	
	Sociology and Social Work	1951	
	Economics	1949	
	Accounting	1949	
	Statistics	1949	
	Business Administration	1953	
	Cooperation	1953	
	Public Finance	1971	
	Urban Planning		1968
Science and Engineering	Chemistry	1956	
	Botany	1956	1971
	Applied Mathematics	1961	
	Civil Engineering	1961	
	Mechanical Engineering	1964	
Liberal Arts	Chinese Literature	1965	
	History	1968	
	Foreign Literature & Languages	1968	

National Tsing Hua University

No. 855, Kong-Hwoo Road
Hsinchu, Taiwan, Republic of China

A public co-educational university founded in Peiping in 1911; Reestablished in Taiwan in 1956 with the setting up of the Research Institute (Graduate School) on Nuclear Science.

Campus area: 21,000 square meters
Academic departments: 8
Graduate institutions: 12

Teaching staff: 151
Library: 45,663 volumes
967 periodicals
151,392 USAEC reports

College	Departments	Bachelor's Programs Established	Master's Programs Established	Doctoral Programs Established
	Nuclear Science		1559	
	Mathematics	1964	1963	
	Physics	1965	1966	1967
	Chemistry	1966	1968	1969
	Nuclear Engineering	1964	1970	
	Power Mechanical Engineering	1972	1972	
	Materials Science and Engineering	1972	1972	
	Applied Mathematics		1972	
	Applied Physics		1972	
	Industrial Chemistry	1972	1972	
	Applied Chemistry		1972	
	Biology		1973	
	Industrial Engineering	1974		

Soochow University

No. 70, Lin-Hsie Road
Wai Shuang Hsi, Shihlin, Taipei, Taiwan, Republic of China

A private co-educational university
Reestablished in Taiwan, 1954

Campus area: 145,485 square meters
Academic departments: 16
Graduate institutions: 4

Teaching staff: 283
Library: 82,000 volumes
520 periodicals

College	Departments	Bachelor's Programs Estabiished	Master's Programs Established
Liberal Arts	Chinese Literature	1954	1974
	Foreign Languages & Literature	1954	
	Political Science	1954	
	History	1971	
	Music	1972	
	Sociology	1969	
Sciences	Mathematics	1969	
	Physics	1970	
	Chemistry	1970	
Law	Law	1954	1971
Commerce	Accounting	1954	1974
	Business Administration	1967	
	Business Mathematics	1967	
	Economics	1954	1970
	Computer	1974	
	International Trade	1973	

National Chengchi University

Mu-cha
Taipei, Taiwan, Republic of China

A public co-educational university reestablished in 1954
Campus area: 209,443 square meters
Academic departments: 22
Graduate institutions: 18

Teaching staff: 895
Library: 364,177 volumes
1,635 periodicals

College	Departments	Bachelor's Programs Established	Master's Programs Established	Doctoral Programs Established
Liberal Arts	Chinese Literature	1956	1964	1969
	Oriental Languages & Literature	1956		
	Western Languages & Literature	1956		
	Education	1955	1954	
	Journalism	1955	1954	
	History	1967		
	Philosophy	1969		
	Mathematics	1970		
	Psychology	1971		
Law	Political Science	1955	1954	1956
	Law	1961	1968	
	Diplomacy	1955	1954	
	Ethnology & Sociology	1955	1969	
	Public Finance	1958	1963	
	Public Administration	1963	1964	
	Land Economics	1963	1968	
	Economics	1967	1972	
	East Asian Studies		1968	
	San Min Chu I		1974	
	China Border Area Study		1969	
Commerce	International Trade	1957	1973	
	Accounting	1958	1969	
	Statistics	1966	1968	
	Banking	1958		
	Business Administration	1962	1964	

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National Cheng Kung University

University road
Tainan, Taiwan, Republic of China

A public co-educational university established in 1945 as a College of Technology; expanded in 1955 and attained university status in 1956.
Campus area: 566,091 square meters
Academic departments: 22
Graduate institutions: 9

Teaching staff: 450
Library: 152, 563 volumes

College	Departments	Bachelor's Programs Established	Master's Programs Established	Doctoral Programs Established
Liberal Arts	Chinese Literature	1956		
	Forign Languages & Literature	1957		
	History	1969		
Science	Mathematics	1956		
	Physics	1956	1971	
	Chemistry	1956		
	Earth Sciences	1968		
Engineering	Mechanical Engineering	1945	1957	1973
	Electrical Engineering	1945	1958	1968
	Chemical Engineering	1945	1962	1968
	Mining & Petroleum Engineering	1953	1970	
	Metallurgical and Meterial Engineering	1974		
	Civil Engineering	1945	1957	1971
	Hydraulic Engineering	1955	1972	
	Architectural Engineering	1945	1968	
	Engineering Science	1965		
	Naval Architecture and Marine Engineering	1970		
	Uroan Planning	1971		
	Industrial Planning	1973		
Commerce	Industrial Management	1955	1969	
	Business Management	1955		
	Transportation & Communications Management	1955		
	Accounting	1974		
	Statistics	1974		

Chung Yuan Christian College of Science and Engineering

Chung Li, Taiwan, Republic of China

A private co-educational college founded in 1955.

Teaching staff: 350
Library: 45,000 volumes.
424 periodicals

Campus area: 124,496 Square meters
Academic departments: 15
Graduate Graduate institutions: 2

Departments	Bachelor's Programs Established	Master's Programs Established
Physics	1955	
Chemistry	1955	
Chemical Engineering	1955	
Civil Engineering	1955	
Hydraulic Engineering	1957	
Architecture	1960	
Mathematics	1962	
Mechanical Engineering	1964	
Industrial Engineering	1964	
Psychology	1966	
Electronic Engineering	1966	
Business Management	1967	
Biomedical Engineering	1972	
Electrical Engineering	1972	
Computer Science Section	1973	

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College of Chinese Culture

Yangmingshang, Taipei, Republic of China

A private co-educational college established in 1962

Teaching staff: 1,357
Library: 232, 555 volumes
414 periodicals

Campus area: 71,474 square meters
Academic departments: 42
Graduate institutions: 19

Departments	Bachelor's Programs Established	Master's Programs Established	Doctoral Programs Established
Philosophy	1963	1962	
Chinese Literature	1963	1962	1968
Oriental Language	1963		
Japanese		1968	
Russian			
Korean			
Western Languages			
English	1963	1968	
French	1962	1968	
German	1963	1968	
History	1963		
Journalism	1963	1962	1967
Music	1963	1962	
Fine Arts	1962	1962	
Drama	1963		
San Min Chu I (Dr. Sun Yat-sen's Thought)	1962	1967	
Democracy and Overseas Chinese	1972		
Political Science	1964	1962	
Economics	1969	1964	
Law	1966	1964	
Municipal Organization	1964	1971	
Labour Relations	1966		
Tourism	1968		
Business Management	1970		
Child Welfare	1973		
Accounting	1974		
Geography	1970	1962	1967
Meteorology	1964		
Geology	1970		
Oceanography	1965	1972	
Natural Resources	1969		
Home Economics	1963	1962	
Horticulture	1967		
Physical Education	1963		
Applied Mathematics	1969		
Animal Husbandry	1970		
Physics	1970		
Chemistry	1970		
Botany	1970		
Forestry	1972		
Applied Chemistry	1972		
Architecture & Urban Planning	1963		
Chemical Engineering	1967		
Printing	1966		
Electrical Engineering	1972		
Industrial Programs			
Engineering		1964	1967
Agriculture		1964	1967
Mechanical Engineering	1973		

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